

ACCEPTABILITY OF ASSOCIATE RATINGS AT BRANCH BASIC SCHOOLS

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MANPOWER DEVELOPMENT AND UTILIZATION TECHNICAL AREA



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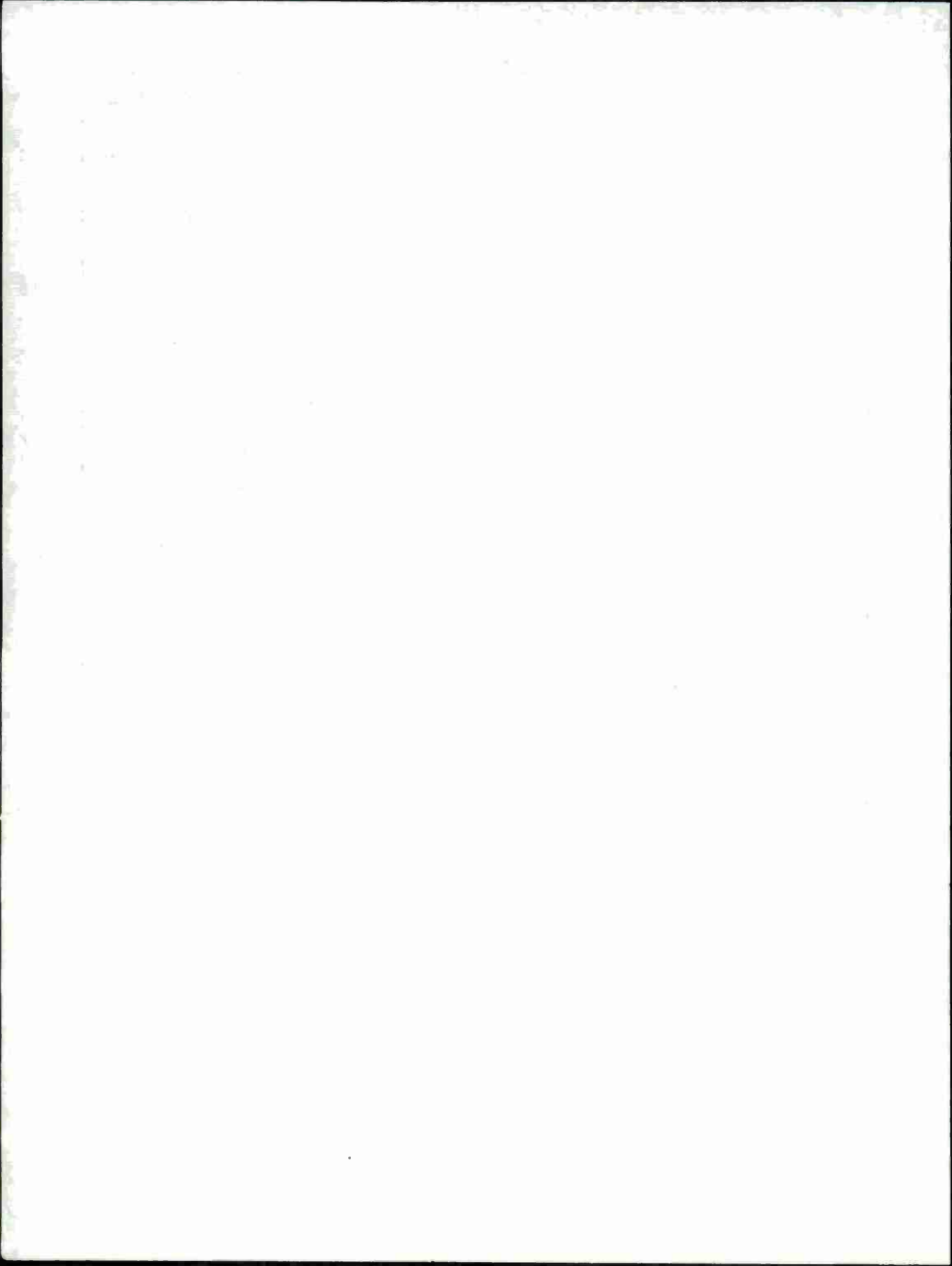
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FOREWORD

The Manpower Development and Utilization Technical Area of the Army Research Institute for the Behavioral and Social Sciences (ARI) is concerned with Army personnel resources and manpower systems--research designed to help the Army attract and retain quality personnel and assign them in such a way as to optimally meet the needs of the Army while enhancing the individuals' talents and careers. Part of a long-range ARI program to expand professional development and methods of officer evaluation has resulted in a system of assessment and evaluation techniques for use at key decision stages of the Officer Personnel Management System (OPMS) and for feedback to officers for leadership skill and career planning. One such technique uses associate (peer) ratings, which previous ARI research has shown to be reliable predictors of leadership potential. In FY 74 several evaluative techniques were experimentally instituted at 14 Officer Branch Basic Courses; this paper presents the results of a study on the acceptability of associate ratings to the officers who participated in these evaluations.

The entire task is responsive to the special requirements of the Director of Military Personnel Management, Officer Division, Office of the Deputy Chief of Staff for Personnel, and to Army Project 2Q763731A755, FY 75, "Manpower Systems Development."



J. E. UHLANER
Technical Director



ACCEPTABILITY OF ASSOCIATE RATINGS AT BRANCH BASIC SCHOOLS

BRIEF

Requirement:

To investigate the degree of acceptability of associate ratings at Officer Basic Courses (OBC).

Procedure:

Associate ratings--in which raters were required to choose from among their classmates a specified number judged to have the most, and the least, leadership potential--were administered to students during the middle and the final weeks of their OBC. After the second administration, students completed the Associate Rating Questionnaire (ARQ), a 27-item survey designed to tap attitudes regarding the value and usefulness of associate ratings. Eleven branches were represented, with 1,647 subjects from 27 classes; the number of subjects from each branch ranged from 59 (Chaplains) to 300 (Infantry).

The ARQ asked students to rate, on a 5-point scale, the degree to which they agreed with statements that associate ratings: are valuable for predicting leadership; are valuable for self-improvement; can predict performance in schools, combat, or staff work; should be used for selection, assignment, or promotion; should be given at combat training, Branch Basic, or Branch Career courses, or at Command & General Staff or Senior Service College; should be part of the record for varying periods. Students also judged what types of school evaluation best measured potential leadership performance.

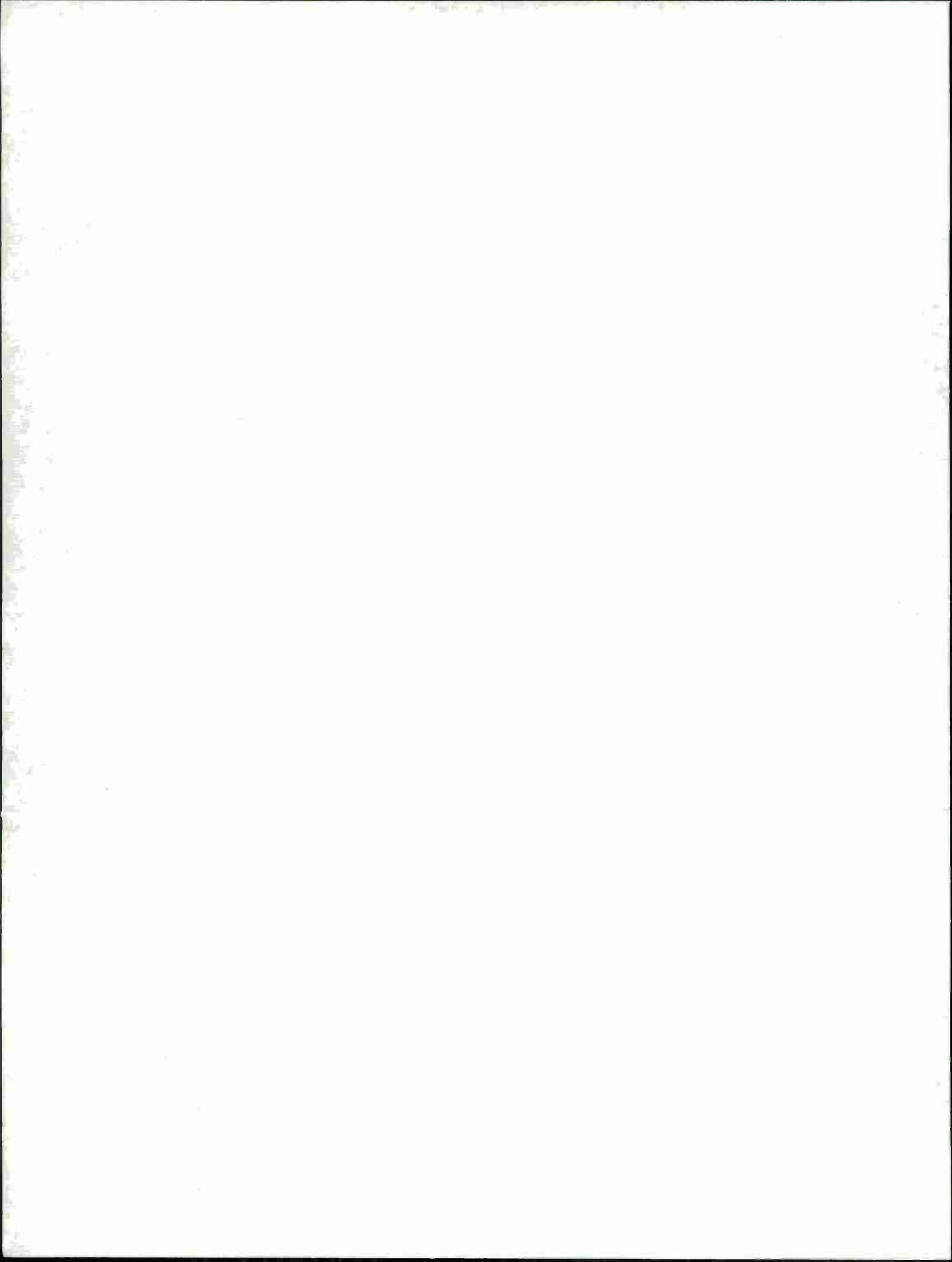
Findings:

Officers at OBC from most branches recorded negative to neutral opinions about associate ratings, while Chaplains, and to a lesser extent Infantry, were generally neutral to favorably disposed toward associate ratings.

Chaplains, Engineers, and Infantry approved the use of information from associate ratings for self-improvement, and they were neutral about its use for leadership prediction. Subjects from all branches thought that associate ratings should not be used for selection, assignment, or promotion, and should not be part of the total record. The most acceptable place to administer ratings was in combat training courses; practical field exercises were judged to be the best measure of leadership potential.

Utilization of Findings:

Information from associate ratings can be valuable for many purposes, particularly when the personnel involved accept the rating procedures. The fact that Chaplains and Infantry Branches, which reacted most positively, have established associate rating procedures as part of their standard OBC suggests strongly that increased information and familiarity promotes acceptance of associate ratings. Evaluation of practical "hands-on" types of training appears to be the most readily accepted.



ACCEPTABILITY OF ASSOCIATE RATINGS AT BRANCH BASIC SCHOOLS

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ACCEPTABILITY OF ASSOCIATE RATINGS AT BRANCH BASIC SCHOOLS

Associate ratings, peer-established values of leadership ability, have been extensively investigated in various settings, especially military.^{1,2} They have been used operationally at the US Military Academy,^{3,4,5} at Officer Candidate School,⁶ and at Ranger School.⁷ More recently, associate ratings have proven valuable in selecting for promotion, senior service college and duty assignment.^{8,9} As a result of these successes in predicting leadership potential, the Army Deputy Chief of Staff for Personnel sponsored research on application of these ratings in other officer training programs. ARI developed a research program designed to determine the potential of associate ratings in selected Army training programs. During FY 74, these evaluative techniques were instituted on an experimental basis at 14 branch officer basic course schools.

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- ¹ Hollander, E. P. Buddy ratings: Military research and industrial implications. Personnel Psychology, 1954, 7, 385-393. (a)
 - ² Boulger, J. R., and Coleman, J. G. Research findings with peer ratings (Res. Note No. 8). Peace Corps Division of Research, August 1964.
 - ³ Haggerty, H. R. Personnel research for the United States Military Academy, 1942-1953. ARI Technical Research Report 1077, October 1953.
 - ⁴ Tobin, D. J., and Macrum, R. H. Leadership evaluation: Research Report. West Point, N.Y.: U.S. Military Academy, Office of Military Psychology and Leadership, 1967.
 - ⁵ Wood, B. D., Baier, E., Buros, O. K., Chauncey, H., and Findley, W. G. Survey of the Aptitude for Service Rating System. West Point, N.Y.: U.S. Military Academy, May 1953.
 - ⁶ Parrish, J. A., and Drucker, A. J. Personnel research for Officer Candidate School. ARI Technical Research Report 1107, November 1957 (AD 15507).
 - ⁷ Downey, R. G. Utilization of associate nominations in the U.S. Army training environment: Ranger Course. ARI Research Problem Review (in press).
 - ⁸ Medland, F. F., Yates, L. G., and Downey, R. G. Associate ratings of senior officer potential. ARI Research Problem Review 74-2, June 1974.
 - ⁹ Downey, R. G., and Medland, F. F. Validity of associate ratings for general officer selection. ARI Technical Paper (in press).

The basic paradigm of associate ratings asks each member of a predefined group to rate every other member of that group according to potential leadership abilities. This rating system has proven to be reliable^{10,11,12} and valid^{13,14,15} in predicting leadership ability. Few studies, however, have investigated acceptability of these rating procedures.

One factor in the determination of whether or not to introduce a given evaluation system would be how well this system is accepted by respondents. With this type of data available, it would then be possible to attempt to change negative attitudes, while reinforcing positive ones. While data on the acceptability of peer ratings would not be the sole criterion, it would be a valuable first step in the introduction of associate ratings, both for self-evaluation and career counseling, and as part of the formal record of the officer for personnel management uses.

OBJECTIVE

The primary objective of the present research was to assess the attitudes of students at branch officer basic schools toward associate ratings. The Associate Rating Questionnaire (ARQ) was developed to sample attitudes and perceptions of student officers toward associate ratings. Most questions on this survey instrument were developed from topic areas already established as predictors of leadership potential. That is, questions asked on the ARQ covered areas for which available data indicate that associate ratings are reliable and valid.

¹⁰ Hollander, E. P. The reliability of peer nominations under various conditions of administration. Journal of Applied Psychology, 1957, 41, 85-90.

¹¹ Fiske, D. W., Cox, J. A., Jr., and Van der Veen, F. Consistency and variability in peer ratings. USAG WADC Technical Report No. 59-37, 1959.

¹² Fiske, D. W. Variability among peer ratings in different situations. Educational Psychological Measurement, 1960, 20, 283-290.

¹³ Bartlett, C. J. The relationship between self-ratings and peer-ratings on a leadership behavior scale. Personnel Psychology, 1959, 12, 237-246.

¹⁴ Doll, R. E., and Longo, A. A. Improving the predictive effectiveness of peer ratings. Personnel Psychology, 1962, 15, 215-220.

¹⁵ Hollander, E. P. Peer nominations on leadership as a predictor of the pass-fail criterion in Naval Air Training. Journal of Applied Psychology, 1954, 38, 150-153. (b)

METHOD

Associate ratings, as used here, are nomination procedures in which raters are required to choose from among their fellow students a specified number of persons who are considered to have the most leadership potential and the least leadership potential. These choices, based on experiences and observations in branch Officer Basic Courses (OBC), were recorded on optical scanning answer sheets, which were then sent to the local Management Information System Office (MISO) for scoring. Results were sent back to the school as feedback for self-evaluation and career counseling.

Associate ratings were administered during the middle and final weeks of OBC. Student officers completed the ARQ after the second associate rating administration. This survey, a 27-item questionnaire, evaluates attitudes of student officers toward associate ratings. It uses a five-point scale on which the students indicate the extent to which they agree or disagree with a particular statement (see Appendix A).

Sample

Student officers completing the ARQ were attending the basic course required by their respective branches. These officers were graduates of the USMA, OCS, or ROTC or had been directly commissioned. The attempt was made to obtain at least 100 respondents per branch, but this was not always possible. Table 1 shows branches and number of individuals sampled. Some branches are not represented (i.e., Quartermaster, Transportation and Air Defense) because data were not yet available.

Table 1

BRANCH OBC SCHOOLS AND NUMBER OF OFFICERS SAMPLED

Branch	N	Number of Classes Represented
Adjutant General	127	3
Armor	231	2
Chaplain	59	1
Engineers	122	2
Field Artillery	166	2
Finance	89	3
Infantry	300	2
Military Intelligence	143	4
Military Police	150	3
Ordnance	126	3
Signal	134	2

Items were grouped into logical sets. Two-way analyses of variance for repeated measures, using unweighted means, were then performed. When simple effects were significant, the Scheffe' test for multiple mean comparisons was computed. Item proportions, means, standard deviations and sample sizes are also presented. For these analyses, the response scale has been collapsed from a five-point scale (completely agree, mostly agree, undecided, mostly disagree, completely disagree) to a three-point scale (agree, undecided, disagree). (Appendix B presents these results for all questions.)

RESULTS AND DISCUSSION

The first item on the ARQ asked students a general question regarding the value of associate ratings in predicting future leadership performance. See the columns under the heading "Associate ratings are valuable..." in Table 2. Chaplains and Infantry tended towards the positive side even though the mean values for both schools were in the undecided range. Eight schools were extremely negative, with mean values being significantly less favorable than a neutral mean, indicating that those students felt that associate ratings were not valuable in predicting leadership performance. Chaplains and Infantry were significantly more positive towards associate ratings than were Armor, Military Police and Military Intelligence. Engineers were more positive than Military Intelligence. No other differences were found between branch means.

The second question dealt with the ability of the individual to make sound judgments of future leadership potential given the length of time spent with members of their rating group. See columns under the heading "Length of time was adequate..." in Table 2. Obviously, most schools were extremely negative with Chaplains and Infantry tending to be less negative. In the test for differences between branch means, Chaplains and Infantry were significantly more positive than Military Intelligence, Signal and Military Police. It is clear that students in branches other than Chaplains and Infantry did not feel that the length of time spent with members of their rating group was adequate to make a sound judgment about leadership potential.

Because students were evaluating the leadership potential of their classmates, if they felt the amount of time available to form judgments was inadequate, they might also feel that the types of situations encountered during OBC were also inadequate. This hypothesis was strongly supported, as the columns under "Situations were adequate..." of Table 2 show. Again, Chaplains and Infantry tended to be more positive. In fact, differences between means indicated that Chaplains were more positive than nine other branches (all except Infantry) and Infantry more than eight (all except Chaplains and Armor). No other branch differences were found. Chaplains and Infantry were relatively more positive than other branches; in all other branches, most students felt that the situations encountered during OBC were inadequate for judging leadership potential. Chaplains and Infantry were undecided.

Table 2

MEANS, STANDARD DEVIATIONS, AND SAMPLE SIZES FOR FIRST FOUR ITEMS OF THE ARQ, BY BRANCH

Branch	Associate ratings are valuable....		Length of time was adequate		Situations were adequate		Associate ratings are of value in... self-change		Maximum N
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	
Chaplains	1.83	1.02	1.88	1.12	1.76	1.06	1.41*	1.07	59
Infantry	1.96	1.23	2.01	1.36	2.02	1.32	1.70*	1.25	300
Engineers	2.20	1.14	2.81*	1.25	2.86*	1.17	1.62*	1.21	122
Ordnance	2.34*	1.30	2.63*	1.31	2.85*	1.16	2.40*	1.28	126
Field Artillery	2.56*	1.16	2.69*	1.27	3.10*	1.05	2.38*	1.21	166
Finance	2.60*	1.26	2.81*	1.30	3.11*	1.32	2.35*	1.32	89
Adjutant General	2.62*	1.21	2.75*	1.33	3.23*	1.04	2.71*	1.24	127
Signal	2.64*	1.17	2.93*	1.15	3.13*	1.04	2.43*	1.21	134
Armor	2.74*	1.12	2.77*	1.24	2.75*	1.17	2.52*	1.20	231
Military Police	2.79*	1.17	3.16*	1.11	3.26*	.99	2.63*	1.23	150
Military Intell.	3.12*	.94	2.92*	1.09	2.92*	1.11	2.89*	1.12	143
Unweighted Grand Mean	2.49		2.60		2.81		2.27		

Note: Means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement. Asterisk indicates value significantly different from neutral, $p < .01$.

Students were next asked whether or not information provided to them from associate ratings would be useful in changing their own leadership behaviors. The columns under "Associate ratings are of value in . . . self-change (Table 2) shows the responses. Chaplains, Engineers and Infantry were actually positive, on an absolute basis, on this question. In the test between means, Chaplains were significantly more positive than Finance, Field Artillery, Ordnance, Signal, Armor, Military Police, Adjutant General, and Military Intelligence; Engineers and Infantry were more positive than Armor, Military Police, Adjutant General, and Military Intelligence. Mean values were generally higher on this item than the others presented in Table 2, indicating that students felt more positive toward the use of associate ratings for self-improvement. However, the large number of branches whose mean values were significantly negative indicates a substantial hesitancy toward the acceptance of these ratings, even when used for self-counseling.

In these four questions, it seems that once a "response set" has been established for a given branch, attitudes are fairly consistent. Individuals in branches tending to view the associate ratings as valuable in predicting leadership performance (e.g., Chaplains) also felt that the time and the type of situations encountered in OBC were adequate to make sound leadership evaluations, and that data from associate ratings were valuable in helping change personal leadership style. Conversely, officers in branches that viewed associate ratings in a negative manner were consistently negative. In none of the branches, however, were associate ratings accepted for evaluation. Positive responses emerged only when ratings were theoretically to be used in a self-counseling function. Even then, attitudes remained predominantly negative in most branches.

The next three items specifically asked respondents to indicate the extent of predictive value that associate ratings had in forecasting future good performance in other Army schools, in combat situations, and in staff situations. Table 3 presents a summary of the analysis of variance. Since the interaction was significant, simple effects were computed. Table 4 presents the simple effects for branches and items. These effects were significant at the .01 level between items for Engineers, Field Artillery, Finance, Armor, Signal and Military Police branches. Students were less inclined to view associate ratings as valuable predictors in combat situations, especially compared to use in staff situations. Although significant simple effects were not obtained in the other five branches, the trend was in the same direction; that is, associate ratings were viewed as more valuable for staff situations and less valuable for combat situations.

Simple effects between branches were significant at the .01 level, as Table 4 shows. Results from tests between branch means show that when the predictive value of associate ratings for other Army schools is evaluated, Chaplains, Infantry and Engineers cluster toward the more positive end, in relation to other branches. However, these schools were simply less negative than the remaining branches. Military Intelligence was the most negative.

Table 3

RESULTS OF TWO-WAY ANALYSIS OF VARIANCE FOR ITEMS ASSESSING THE
VALUE OF ASSOCIATE RATINGS IN PREDICTING GOOD PERFORMANCE

Source	Sum of Squares	df	Mean Squares	F
<u>Between Subjects</u>				
Branches	471.86	10	47.18	16.18*
Subjects within groups	4726.33	1621	.61	
Items	30.54	2	15.27	24.69*
<u>Within Subjects</u>				
Branches x Items	22.52	20	1.12	1.82**
Subjects within groups	2005.35	3240	.61	

* $p < .01$ ** $p < .05$

The same general relations between schools held true for the predictive value of associate ratings for future combat situations and for staff situations. Chaplains and Infantry were less negative than the remaining branches, Military Intelligence was most negative.

Generally, associate ratings were perceived as being less objectionable when used for predicting leadership potential in non-combat (i.e., other Army school and staff) situations. Chaplain and Infantry were more positive toward the use of these ratings for all situations and Military Intelligence most negative.

A trend emerged from the responses to these questions. Branches that were relatively more positive (Chaplains and Infantry) answered the more general question of overall value of associate ratings in predicting good leadership performance in a more positive manner. Thus, it seems that when a global question pertains to the value of associate ratings in predicting leadership performance, similar results are obtained when the questions become more specific.

Even though respondents seem to be responding consistently to these questions, two points apply. First, in most cases, not even 50% of the queried individuals agreed with statements about value of associate ratings in specific situations. In only one case, Chaplains, did at least 50% of the respondents agree with a given statement, and that was related to the value of ratings used for self-change. In most cases, a majority of respondents either were undecided or disagreed with questions relating to value of associate ratings in any type of situation. Second, differences between means indicate only relative positions of acceptability. In absolute terms, no schools are positive and most are negative. A few schools (i.e., Chaplains, Infantry and Engineers) are undecided, and it is these schools that appear positive in comparison.

Table 4
MEANS AND FS FOR SIMPLE EFFECTS FOR ITEMS ASSESSING THE VALUE OF
ASSOCIATE RATINGS IN PREDICTING GOOD PERFORMANCE

Branch	Associate Ratings are Valuable Predictors for:			Unweighted Grand Mean	F for Simple Effects between Items
	Other Army Schools	Combat Situations	Staff Situations		
Chaplain	1.84	1.89	1.65	1.79	3.07
Infantry	2.05	2.08	2.10	2.08	.69
Engineers	2.22	2.34*	2.11	2.22	5.23**
Ordnance	2.40*	2.42*	2.37*	2.39	1.61
Field Artillery	2.60*	2.86*	2.41*	2.62	27.20**
Finance	2.61*	2.92*	2.60*	2.70	9.83**
Armor	2.65*	3.01*	2.75*	2.80	26.41**
Signal	2.71*	2.89*	2.49*	2.69	17.15**
Adjutant General	2.78*	2.72*	2.66*	2.71	1.43
Military Police	2.66*	2.87*	2.66*	2.73	7.17**
Military Intelligence	2.93*	3.00*	2.94*	2.95	.63
Unweighted Grand Mean	2.49	2.63	2.43		
F for Simple Effects between Branches	5.01**	7.69**	5.35**		

* Significant differences, $p < .01$, for test between mean and absolute neutral value of 2.00

** $p < .01$

Note: Means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

Eight questions asked the students to compare acceptability of a number of evaluative techniques, including associate ratings. Table 5 gives results of the analysis of variance of their answers. Table 6 presents the results of simple effects between items and branches. Simple effects between items were significant for all branches at the .01 level. Without exception, practical field exercises were most preferred as school evaluations. Except in the Finance and Chaplain branches, this evaluative technique was significantly preferred over all other types of assessment devices. In Finance and Chaplain, practical field exercises and technical exams were significantly more preferred than other techniques. These two branches may have differed from the others because of the nature of the jobs involved. For both Finance and Chaplain schools, technical knowledge may be a large enough part of the job that its value and importance in evaluation is equal to that of practical field exercises.

Associate ratings, as evaluative techniques, were generally the least preferred by students. Again, Chaplains and Infantry were exceptions. For the remaining branches, students rated associate ratings as significantly less preferred than most other types of evaluations.

Table 5

RESULTS OF TWO-WAY ANALYSIS OF VARIANCE FOR ITEMS ASSESSING DIFFERENT SCHOOL EVALUATION TECHNIQUES AS GOOD PREDICTORS OF LEADERSHIP PERFORMANCE

Source	Sum of Squares	df	Mean Square	F
<u>Between Subjects</u>				
Branches	609.95	10	60.99	12.99*
Subjects within groups	7646.45	1628	4.69	
Items	1360.99	7	194.42	231.13*
<u>Within Subjects</u>				
Branches x Items	245.82	70	3.51	4.17*
Subjects within groups	9591.89	11405	.84	

* $p < .01$

Table 6

MEANS AND SIMPLE EFFECTS FOR ITEMS ASSESSING DIFFERENT SCHOOL
EVALUATION METHODS AS GOOD PREDICTORS OF LEADERSHIP PERFORMANCE

Branch	School Evaluation Methods								Unweighted Grand Mean	Simple Effects between Items
	Practical Field Exercises	Technical Exams	Physical Training	Total Academic Grades	Instructors Ratings	Tactical Officer Ratings	Spot Reports	Associate Ratings		
Chaplains	1.34*	1.72*	1.91	1.95	1.95	1.79*	1.98	1.88	1.81	**
Infantry	.99*	1.60*	1.60*	1.84	1.72*	1.94	2.06	2.03	1.77	**
Engineers	1.02*	1.73*	1.73*	1.66*	1.66*	1.70*	1.94	2.53*	1.74	**
Ordnance	1.29*	1.94	1.95	2.08	1.98	1.73*	2.35*	2.43*	1.96	**
Field Artillery	1.14*	1.90	2.07	2.28*	1.84	2.03	2.23*	2.94*	2.05	**
Signal	1.20*	2.02	1.81	2.14	2.14	2.11	2.36*	2.97*	2.09	**
Armor	1.21*	1.87	1.96	2.12	2.12	2.37*	2.29*	2.87*	2.10	**
Finance	1.63*	1.82	2.36*	2.11	2.43*	2.62*	2.49*	2.87*	2.29	**
Military Police	1.44*	2.04	2.11	2.40*	2.28*	2.26	2.87*	2.95*	2.29	**
Military Intelligence	1.77*	2.39*	2.38*	2.28*	2.29*	2.33*	2.57*	3.08*	2.38	**
Adjutant General	1.64*	2.35*	2.38*	2.40*	2.65*	2.50*	2.54*	2.74*	2.39	**
Unweighted Grand Mean	1.33	1.94	2.02	2.11	2.09	2.12	2.33	2.66		
Simple Effects between Branches			**		**	**		**		

* Significantly different from 2.00 at $p < .01$

** $p < .01$

Note: Means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

Table 6 also presents simple effects across branches. Physical training, instructors ratings, associate ratings, and tactical officer ratings, as forms of evaluation, were significant at the .01 level. Practical Field exercises were uniformly considered the best type of rating. Because associate ratings were considered least acceptable, only that item will be discussed. As expected, Chaplains and Infantry were more positive toward the use of associate ratings than other branches. Chaplains were significantly more positive than all other schools except Infantry, Ordnance, Engineers, and Adjutant General. Infantry was significantly more positive than the remaining schools except Ordnance and Engineers. No other differences between schools were observed. The remaining schools were uniformly negative toward associate ratings as evaluative techniques.

When the absolute values of means are examined, the acceptability of practical field exercises is enhanced and the unacceptability of associate ratings is reinforced (See Table 6). In all schools, means were significantly positive toward the use of practical field exercises as forms of evaluation. Means from a majority of schools were significantly negative toward associate ratings for evaluation. The relatively positive schools, i.e. Chaplains and Infantry, were generally undecided about the value of associate ratings as measures of potential leadership.

Four questions asked whether associate ratings, as well as other forms of evaluation ((e.g., OER, Academic Records), should become part of the record for specific selection programs--specifically, selection for schools and other training, duty assignments made by the U. S. Army Military Personnel Center, and promotion--and whether to incorporate associate ratings into the total record. Table 7 presents the results of the analysis of variance of the answers and Table 8 presents a summary of means. A test for differences between branches showed that Chaplains were significantly more positive toward incorporating the associate rating into the record than any other school. Military Intelligence was significantly less positive. The general reaction to incorporating associate ratings into the total record was significantly different from all other items, indicating the least resistance to this incorporation. No other differences were found.

Table 7

RESULTS OF TWO-WAY ANALYSIS OF VARIANCE FOR ITEMS DEALING
WITH WHETHER ASSOCIATE RATINGS SHOULD BECOME PART OF
THE RECORD FOR SPECIFIC SELECTION PROGRAMS

Source	Sum of Squares	df	Mean Square	F
<u>Between Subjects</u>				
Branches	579.48	10	57.94	13.83*
Subjects within groups	6788.22	1621	4.18	
Items	10.63	3	3.54	9.24*
<u>Within Subjects</u>				
Branches x Items	13.12	30	.43	1.22
Subjects within groups	1737.32	4866	.35	

* $p < .01$

Table 8

MEANS FOR ITEMS DEALING WITH WHETHER ASSOCIATE RATINGS SHOULD BECOME
PART OF THE RECORD FOR SPECIFIC SELECTION PROGRAMS

Branch	School Selection	Duty Assignments	Promotions	Part of Total Record	Unweighted Grand Mean	Maximum N
Chaplains	2.26	2.14	2.19	2.04	2.16	57
Infantry	2.48*	2.47*	2.58*	2.39*	2.48	300
Ordnance	2.91*	2.87*	2.83*	2.64*	2.81	126
Engineers	2.92*	2.86*	3.01*	2.87*	2.91	122
Finance	3.03*	2.99*	3.02*	2.78*	2.95	89
Field Artillery	2.96*	3.04*	2.98*	2.96*	2.98	166
Adjutant General	3.12*	3.07*	3.16*	3.02*	3.09	127
Armor	3.10*	3.15*	3.24*	3.08*	3.14	229
Signal	3.23*	3.15*	3.13*	3.12*	3.15	124
Military Police	3.16*	3.17*	3.23*	3.25*	3.20	150
Military Intelligence	3.33*	3.33*	3.34*	3.27*	3.32	142
Unweighted Grand Mean	2.95	2.93	2.97	2.85		

* Significantly different from 2.00 at $p < .01$

Note: Means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

When means were compared to an absolute standard of neutrality, even those schools which seemed to be positive (i.e., Chaplains) were not. For all items, Chaplains were undecided as to whether associate ratings should become part of the record for selection to various programs. All the remaining schools, for all items, were absolutely negative toward using associate ratings for selection purposes.

Student officers were asked to judge the value of administering associate ratings in different school environments (i.e., branch basic courses, combat training courses, career branch courses, Command and General Staff College (C&GSC), and Senior Service College). Table 9 presents the analysis of variance of the results. Table 10 presents a summary of means as well as the results of simple effects across items and branches. In the test between means within branches, the main point is that all eleven branches felt that associate ratings would be more valuable in combat training courses and all branches except Chaplains and Infantry felt that they would be least valuable in branch courses. The schools were in relatively close agreement, with Chaplains and Infantry more positive than the consistently negative branches such as Armor, Military Police, and Military Intelligence.

When mean values are analyzed in relation to a neutral point, Chaplains are significantly more positive on all items except the one pertaining to the value of associate ratings in branch basic courses, on which they were undecided. Infantry was also positive towards the use of associate ratings in combat courses. Generally, mean values for the majority of branches were negative toward the use of associate ratings in branch basic courses and either undecided or positive toward their use in combat training courses.

Thus, the most acceptable school environment for associate ratings was in combat training courses such as Ranger or Special Forces. A majority of the branches agreed that these ratings would be of value in this type of course. The least acceptable place to give associate ratings turned out to be branch basic courses. Career branch courses, C&GSC, and Senior Service College fell between these extremes.

Table 9
RESULTS OF TWO-WAY ANALYSIS OF VARIANCE FOR ITEMS ASSESSING
THE VALUE OF ASSOCIATE RATINGS IN DIFFERENT SCHOOLS

Source	Sum of Squares	df	Mean Square	F
<u>Between Subjects</u>				
Branches	771.49	10	77.15	13.58*
Subjects within groups	9176.30	1616	5.67	
Items	368.65	4	92.16	172.76*
<u>Within Subjects</u>				
Branch x Items	50.72	40	1.26	2.37*
Subjects within groups	3448.28	6469	.53	

* $p < .01$

Table 10

MEANS AND SIMPLE EFFECTS FOR ITEMS ASSESSING THE VALUE OF
ASSOCIATE RATINGS IN DIFFERENT SCHOOLS

Branch	Combat Training Courses	Command and General Staff College	Senior Service College	Career Courses (Branch)	Branch Basic Courses	Unweighted Grand Mean	Simple Effects between Items
Chaplains	1.42*	1.61*	1.65*	1.61*	1.72	1.60	**
Infantry	1.40*	1.94	1.97	1.95	1.97	1.84	**
Engineers	1.66*	2.30*	2.19	2.20	2.40*	2.15	**
Ordnance	1.86	2.19	2.26*	2.37	2.66*	2.27	**
Field Artillery	1.88	2.21	2.20	2.39*	2.69*	2.27	**
Signal	2.00	2.22*	2.29*	2.43*	2.83*	2.35	**
Finance	1.88	2.39*	2.40*	2.49*	3.00*	2.43	**
Armor	2.08	2.53*	2.54*	2.57*	2.70*	2.58	**
Adjutant General	2.08	2.59*	2.59*	2.69*	2.91*	2.57	**
Military Police	2.32*	2.61*	2.66*	2.74*	3.06*	2.68	**
Military Intelligence	2.52*	2.78*	2.77*	2.92*	3.04*	2.80	**
Unweighted Grand Means	1.91	2.29	2.31	2.40	2.63		
Simple Effects between Branches	**	**		**	**		

* Significantly different from 2.00 at $p < .01$

** $p < .01$

Note: Means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

These findings could indicate that acceptability of associate ratings may be influenced by the amount of hands-on training during the OBC. The most acceptable type of school evaluation was the practical exercise. Also, most students did not feel that the types of situations encountered during OBC were an adequate base to judge leadership potential. Differences, as perceived by the students, in the type of training activities programmed in the school--action vs. classroom--may account for the degree of acceptance expressed by the student. The more the training situation simulated "real-life activities" and the more "soldier-like" the leadership behaviors sampled by the raters, the greater the level of acceptance of associate ratings. It is unclear, however, why students would doubt the predictive value of associate ratings in combat situations.

One question on the ARQ asked the students "...if the rating score is made part of your record, how long do you favor its use?" (see Appendix A). Overwhelmingly, even in those schools seemingly most positive toward these evaluations (i.e., Chaplain and Infantry), students preferred not to have the scores on their records.

CONCLUSIONS

The preliminary data indicate that for those OBC officers sampled, associate ratings were viewed very negatively. Most students felt that they had not come into contact with a large enough sample of leadership behaviors to feel comfortable in rating their colleagues. Students may have felt branch OBCs did not simulate the working environment well enough for the student to gain sufficient information to evaluate leadership skills.

Those schools which tended to be more positive toward associate ratings (i.e., Chaplain and Infantry) have already incorporated associate ratings as part of their OBC program. The positive attitudes held by individuals at these schools could result from increased understanding of, and information about, associate ratings. Conversely, the negative attitudes encountered in other branch schools could result from a lack of information about associate ratings.

In a recent experiment ¹⁶ one group of OBC students and staff were given extensive instructions and background information regarding the value of associate ratings. They were found to have significantly more positive attitudes toward this evaluation technique than a comparable group of students and staff who received minimal instructions and background information.

¹⁶ Downey, R. G. Associate evaluations: Improving field acceptance. ARI Research Memorandum 75-5, July 1975.

Staff attitude may also influence acceptability of associate ratings. An over-worked staff might consider the administration of a new, unknown instrument an unpleasant task to be completed as quickly as possible. This negative attitude could be transmitted to the students.

One way to increase acceptability of associate ratings might be to institute a complete program of instruction at the branch schools. This program would be aimed at convincing the school staff of the usefulness, validity and reliability of associate ratings, especially in a self-counseling function. This educational approach would increase local participation and could induce a positive feeling on the part of the staff and the students.

A problem that plagued most schools was inadequate computer facilities with which to develop associate rating scores. Possibly, without proper communication between a branch school and the branch MISO, the response cost for the staff is too high for them to regard associate evaluations favorably. Improving scoring procedures may increase acceptability because the response cost would not be so great. Also, if scores could be computed quickly and easily, the students would get more immediate feedback. As it now stands, most schools do not develop associate rating scores soon enough for the students or the staff to utilize the information provided.

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U. S. ARMY
ASSOCIATE RATING QUESTIONNAIRE (ARQ)

1-----COMPLETELY AGREE

4-----MOSTLY DISAGREE

2-----MOSTLY AGREE

5-----COMPLETELY DISAGREE

3-----UNDECIDED

Questions (1-4)

1. Associate ratings are valuable in predicting future leadership performance.
2. The length of time spent with members of your rating group was adequate to make sound judgements about their expected leadership performance in future operational situations.
3. The situations upon which your observations and judgements were based were adequate for making sound evaluations of the members of your rating group.
4. The information provided to you by an associate rating would be valuable in helping you change and improve your leadership behaviors.

Questions (5-7)

Associate ratings have value for predicting good performance in each of the following future situations.

5. Other Army Schools.
6. Combat situations.
7. Staff situations.

Questions (8-15)

For each of the following types of school evaluations, indicate to what extent you agree that they are good measures of potential leadership performance. NOTE: ANSWER EACH ONE even though it may not be part of your school's evaluation program.

8. Physical Training.
9. Technical Exams.
10. Spot Reports.
11. Total Academic Grade.
12. Instructors Ratings.
13. Practical Field Exercises.
14. Associate Ratings.
15. Tactical Officer Ratings.

1-----COMPLETELY AGREE

4-----MOSTLY DISAGREE

2-----MOSTLY AGREE

5-----COMPLETELY DISAGREE

3-----UNDECIDED

Questions (16-19)

Associate ratings should become part of the record for specific selection programs, along with other evaluations (e. g. OER, Academic Records, etc.). Make an independent judgement for each of the following situations.

16. Selection for school and other training.
17. Duty assignment by U. S. Army Military Personnel Center.
18. Promotions.
19. Part of Total Record.

Questions (20-24)

It would be valuable to give associate ratings in schools. Give an independent judgement for each of the following schools.

20. Combat training courses (e. g. Ranger, Special Forces, etc.).
21. Branch Basic Courses.
22. Career Courses (Branch).
23. Command & General Staff College.
24. Senior Service College.

GO ON TO THE NEXT PAGE.

25. If the rating score is made a part of your record how long do you favor its use? (Check only one answer).

- 1 - Do NOT want on the record.
- 2 - Next assignment only.
- 3 - Until promoted to next grade.
- 4 - Indefinitely but given decreasing weight as later evaluations are collected.
- 5 - Until replaced by ratings in a subsequent school or training situation.

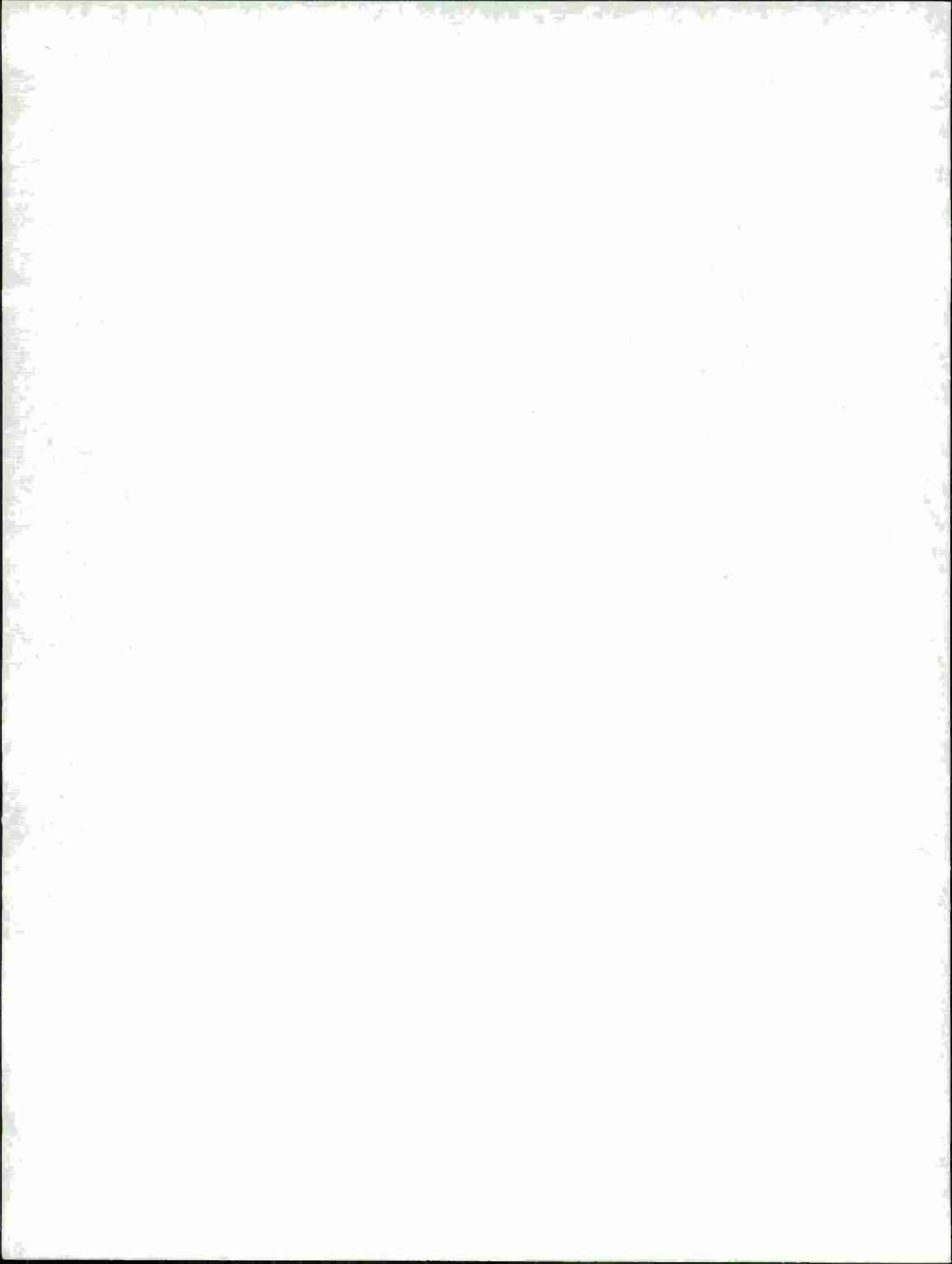
26. Comparing your Leadership Potential with the other members of your class where would you rate yourself?

- 1 - Upper 1/5
- 2 - Mid Upper 1/5
- 3 - Mid 1/5
- 4 - Mid Lower 1/5
- 5 - Lower 1/5

27. Where do you feel your final score actually falls?

- 1 - Upper 1/5
- 2 - Mid Upper 1/5
- 3 - Mid 1/5
- 4 - Mid Lower 1/5
- 5 - Lower 1/5

END.



APPENDIX B

TABLES SHOWING RESPONSES TO THE QUESTIONS IN THE ARQ

For questions 1-24, respondents were asked to indicate their reactions on a 5-point scale: completely agree, mostly agree, undecided, mostly disagree, completely disagree. In Appendix B, these answers have been collapsed into a 3-point scale (agree, undecided, disagree) and shown in percent. Means and standard deviations are also shown; these are calculated on the 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

In question 25, answer choices were numbered and the mean and standard deviation calculated from the choice numbers; the percentage of respondents making each choice is shown by branch.

In questions 26 and 27 the respondents rate their own leadership potential in comparison with their classmates and estimated where others might rate them; the percentage of respondents in each level is shown by branch.

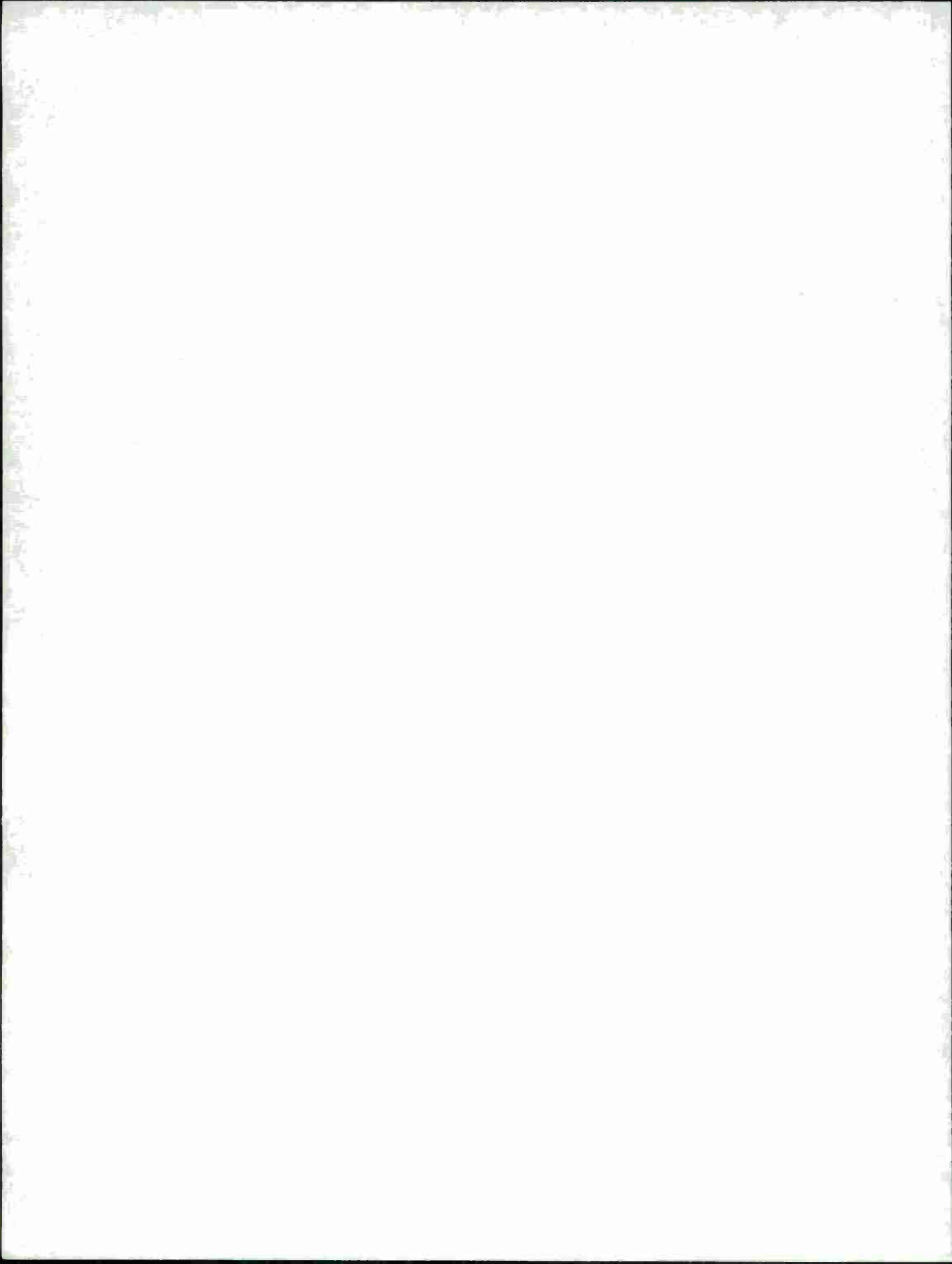


Table B-1

STATISTICS FROM QUESTION 1:
 ASSOCIATE RATINGS ARE VALUABLE IN PREDICTING FUTURE LEADERSHIP PERFORMANCE

Branch	Percent Agree	Percent Undecided	Percent Disagree	Mean	SD	N
Chaplain	44.06	30.51	25.42	1.83	1.02	59
Infantry	42.66	23.00	34.34	1.96	1.23	300
Engineers	31.97	24.59	43.44	2.20	1.14	122
Ordnance	32.54	19.05	48.42	2.34	1.30	126
Field Artillery	24.09	17.47	58.43	2.56	1.16	166
Finance	25.84	12.36	61.79	2.60	1.26	89
Adjutant General	22.84	18.11	59.05	2.62	1.21	127
Signal	21.64	20.90	57.47	2.64	1.17	134
Armor	17.75	20.78	61.47	2.74	1.12	231
Military Police	16.67	22.00	61.33	2.79	1.17	150
Military Intelligence	4.90	22.38	72.73	3.12	.94	143

Note: All means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

Table B-2

STATISTICS FROM QUESTION 2:
 THE LENGTH OF TIME SPENT WITH MEMBERS OF YOUR RATING GROUP WAS ADEQUATE TO MAKE SOUND
 JUDGMENTS ABOUT THEIR EXPECTED LEADERSHIP PERFORMANCE IN FUTURE OPERATIONAL SITUATIONS

Branch	Percent Agree	Percent Undecided	Percent Disagree	Mean	SD	N
Chaplain	45.76	22.03	32.20	1.88	1.12	59
Infantry	47.00	11.33	41.67	2.01	1.36	300
Ordnance	27.78	7.94	64.29	2.63	1.31	126
Field Artillery	25.88	9.04	65.06	2.69	1.27	166
Adjutant General	28.34	4.72	66.92	2.75	1.33	127
Armor	22.51	9.09	68.40	2.77	1.24	231
Engineers	20.67	9.92	69.42	2.81	1.25	121
Finance	22.47	7.87	69.66	2.81	1.30	89
Military Intelligence	12.59	20.98	66.43	2.92	1.09	143
Signal	16.42	8.96	74.63	2.93	1.15	134
Military Police	13.33	8.67	78.00	3.16	1.11	150

Note: All means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

Table B-3

STATISTICS FROM QUESTION 3:
 THE SITUATIONS UPON WHICH YOUR OBSERVATIONS AND JUDGMENTS WERE BASED WERE ADEQUATE
 FOR MAKING SOUND EVALUATIONS OF THE MEMBERS OF YOUR RATING GROUP

Branch	Percent Agree	Percent Undecided	Percent Disagree	Mean	SD	N
Chaplain	44.07	30.51	25.42	1.76	1.06	59
Infantry	44.00	13.00	43.00	2.02	1.32	300
Armor	19.91	14.29	65.80	2.75	1.17	231
Ordnance	15.87	18.25	65.88	2.85	1.16	126
Engineers	17.22	9.84	72.95	2.86	1.17	122
Military Intelligence	11.19	21.68	67.13	2.92	1.11	143
Field Artillery	12.05	9.04	78.91	3.10	1.05	166
Finance	14.61	7.87	77.53	3.11	1.32	89
Signal	10.45	9.70	79.85	3.13	1.04	134
Adjutant General	11.81	7.09	81.10	3.23	1.04	127
Military Police	8.00	10.67	81.33	3.26	.99	150

Note: All means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

Table B-4

STATISTICS FROM QUESTION 4:
 THE INFORMATION PROVIDED TO YOU BY AN ASSOCIATE RATING WOULD BE VALUABLE IN
 HELPING YOU CHANGE AND IMPROVE YOUR LEADERSHIP BEHAVIORS

Branch	Percent Agree	Percent Undecided	Percent Disagree	Mean	SD	N
Chaplain	64.41	18.64	16.94	1.41	1.07	59
Engineers	57.37	17.21	25.41	1.62	1.21	122
Infantry	49.39	25.75	24.75	1.70	1.25	300
Finance	31.47	21.35	47.19	2.35	1.32	89
Field Artillery	27.11	27.11	45.79	2.38	1.21	166
Ordnance	26.99	24.60	48.41	2.40	1.28	126
Signal	29.32	18.05	52.63	2.43	1.21	134
Armor	21.66	27.39	50.87	2.52	1.20	230
Military Police	20.67	26.67	52.67	2.63	1.23	150
Adjutant General	23.81	16.67	59.52	2.71	1.24	127
Military Intelligence	7.81	31.91	60.29	2.89	1.12	143

Note: All means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

Table B-5

STATISTICS FROM QUESTION 5:
ASSOCIATE RATINGS HAVE VALUE FOR PREDICTING GOOD PERFORMANCE IN OTHER ARMY SCHOOLS

Branch	Percent Agree	Percent Undecided	Percent Disagree	Mean	SD	N
Chaplain	43.86	24.56	31.58	1.84	1.13	57
Infantry	36.70	25.59	37.71	2.05	1.23	297
Engineers	34.43	21.31	44.26	2.22	1.25	122
Ordnance	31.20	17.60	51.20	2.40	1.25	125
Field Artillery	24.39	20.12	55.49	2.60	1.28	164
Finance	25.84	16.85	57.30	2.61	1.25	89
Armor	19.22	24.45	56.33	2.65	1.16	229
Military Police	20.14	26.17	53.69	2.66	1.21	149
Signal	15.79	24.81	59.40	2.71	1.13	133
Adjutant General	22.40	15.20	62.40	2.78	1.22	125
Military Intelligence	8.39	28.67	62.94	2.93	1.05	143

Note: All means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

Table B-6

STATISTICS FROM QUESTION 6:
 ASSOCIATE RATINGS HAVE VALUE FOR PREDICTING GOOD PERFORMANCE IN COMBAT SITUATIONS

Branch	Percent Agree	Percent Undecided	Percent Disagree	Mean	SD	N
Chaplain	42.37	27.12	30.50	1.86	1.34	59
Infantry	38.00	21.67	40.33	2.08	1.27	300
Engineers	31.97	19.67	48.36	2.34	1.24	122
Ordnance	29.36	15.87	54.76	2.40	1.31	126
Adjutant General	21.26	18.90	59.84	2.72	1.28	127
Field Artillery	18.08	16.27	65.66	2.87	1.17	166
Military Police	15.33	20.00	64.67	2.88	1.15	150
Signal	11.20	20.90	67.91	2.88	1.07	134
Finance	14.61	19.10	66.30	2.92	1.16	89
Armor	13.85	16.02	70.13	3.00	1.11	103
Military Intelligence	8.39	27.27	64.33	3.00	1.09	143

Note: All means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

Table B-7

STATISTICS FROM QUESTION 7:
ASSOCIATE RATINGS HAVE VALUE FOR PREDICTING GOOD PERFORMANCE IN STAFF SITUATIONS

Branch	Percent Agree	Percent Undecided	Percent Disagree	Mean	SD	N
Chaplain	52.54	25.42	22.03	1.63	1.07	59
Infantry	32.66	30.33	37.00	2.09	1.13	300
Engineers	39.67	19.83	40.50	2.11	1.16	121
Ordnance	26.99	26.19	46.83	2.35	1.15	126
Field Artillery	28.31	26.51	45.18	2.40	1.16	166
Signal	22.38	27.61	50.00	2.49	1.20	134
Finance	26.96	19.10	53.93	2.60	1.23	89
Adjutant General	26.77	14.96	58.26	2.67	1.22	127
Military Police	19.34	24.67	56.00	2.67	1.18	150
Armor	14.29	28.14	57.57	2.74	1.08	231
Military Intelligence	6.29	32.87	60.84	2.94	1.01	143

Note: All means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

Table B-8

STATISTICS FROM QUESTION 8:
SCHOOL EVALUATIONS OF PHYSICAL TRAINING ARE GOOD MEASURES OF
POTENTIAL LEADERSHIP PERFORMANCE

Branch	Percent Agree	Percent Undecided	Percent Disagree	Mean	SD	N
Infantry	59.67	15.00	25.34	1.60	1.25	300
Engineers	53.72	14.88	41.40	1.75	1.23	121
Signal	51.49	17.91	30.60	1.83	1.24	134
Chaplain	47.45	13.56	38.98	1.93	1.20	59
Ordnance	47.62	17.46	34.92	1.95	1.19	126
Armor	45.02	18.18	36.80	1.96	1.25	231
Field Artillery	43.98	16.87	39.16	2.07	1.28	166
Military Police	42.67	18.00	39.33	2.10	1.27	150
Finance	37.08	13.48	49.43	2.36	1.34	89
Adjutant General	32.28	15.75	51.96	2.38	1.31	127
Military Intelligence	27.47	27.46	45.07	2.39	1.27	142

Note: All means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

Table B-9

STATISTICS FROM QUESTION 9:
SCHOOL TECHNICAL EXAMS ARE GOOD MEASURES OF
POTENTIAL LEADERSHIP PERFORMANCE

Branch	Percent Agree	Percent Undecided	Percent Disagree	Mean	SD	N
Infantry	57.34	21.67	21.00	1.60	1.10	300
Chaplain	50.85	22.03	27.11	1.75	1.04	59
Engineers	56.56	14.75	28.69	1.77	1.16	122
Finance	50.56	22.47	26.97	1.82	1.15	89
Armor	47.19	21.65	31.17	1.87	1.14	231
Field Artillery	46.99	21.08	31.93	1.90	1.18	166
Ordnance	46.83	18.25	34.92	1.94	1.17	126
Signal	43.29	21.64	35.07	2.02	1.23	134
Military Police	42.66	20.00	37.33	2.05	1.19	150
Adjutant General	32.29	19.69	48.04	2.35	1.14	127
Military Intelligence	22.38	32.87	44.76	2.41	1.14	143

Note: All means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

Table B-10

STATISTICS FROM QUESTION 10:
SCHOOL SPOT REPORTS ARE GOOD MEASURES OF
POTENTIAL LEADERSHIP PERFORMANCE

Branch	Percent Agree	Percent Undecided	Percent Disagree	Mean	SD	N
Engineers	38.53	34.43	27.05	1.94	1.01	122
Chaplain	35.59	37.29	27.12	1.98	1.12	59
Infantry	36.33	28.33	35.33	2.06	1.14	300
Field Artillery	24.09	37.95	37.95	2.23	1.08	166
Armor	28.14	30.30	41.56	2.29	1.14	231
Ordnance	19.05	40.48	40.48	2.35	.99	126
Signal	23.14	35.07	41.75	2.36	1.15	134
Finance	19.10	34.83	46.07	2.49	1.08	89
Adjutant General	22.05	25.98	51.97	2.54	1.08	127
Military Intelligence	17.48	34.27	48.25	2.56	1.09	143
Military Police	15.33	19.33	65.33	2.88	1.12	150

Note: All means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

Table B-11

STATISTICS FROM QUESTION 11:
TOTAL ACADEMIC GRADES ARE GOOD MEASURES OF
POTENTIAL LEADERSHIP PERFORMANCE

Branch	Percent Agree	Percent Undecided	Percent Disagree	Mean	SD	N
Engineers	54.92	23.77	21.32	1.66	1.12	122
Infantry	47.00	24.00	29.00	1.84	1.14	300
Chaplain	45.76	15.25	38.98	1.97	1.13	59
Ordnance	42.86	18.25	38.89	2.08	1.15	126
Finance	42.69	17.98	39.32	2.11	1.24	89
Armor	36.80	25.11	38.10	2.12	1.19	231
Signal	35.82	26.87	37.31	2.15	1.16	134
Field Artillery	34.34	19.88	45.79	2.28	1.18	166
Military Intelligence	26.58	34.27	39.16	2.29	1.13	143
Adjutant General	34.65	14.96	50.39	2.40	1.27	127
Military Police	30.87	22.82	46.30	2.40	1.21	149

Note: All means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

Table B-12

STATISTICS FROM QUESTION 12:
INSTRUCTORS' RATINGS ARE GOOD MEASURES OF
POTENTIAL LEADERSHIP POTENTIAL

Branch	Percent Agree	Percent Undecided	Percent Disagree	Mean	SD	N
Engineers	54.92	22.95	22.13	1.67	1.03	122
Infantry	49.66	30.00	20.34	1.72	.99	300
Field Artillery	45.18	26.51	28.31	1.84	1.06	166
Chaplain	42.37	25.42	32.20	1.93	1.03	59
Ordnance	36.51	29.37	34.12	1.98	1.06	126
Armor	36.37	27.27	36.37	2.12	1.11	231
Signal	38.34	24.81	36.84	2.14	1.13	133
Military Police	32.94	23.49	43.62	2.28	1.17	149
Military Intelligence	24.48	37.76	37.76	2.29	1.09	143
Finance	26.97	24.72	58.32	2.43	1.17	89
Adjutant General	18.90	25.20	55.91	2.65	1.08	127

Note: All means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

Table B-13

STATISTICS FROM QUESTION 13:
PRACTICAL FIELD EXERCISES ARE GOOD MEASURES OF
POTENTIAL LEADERSHIP PERFORMANCE

Branch	Percent Agree	Percent Undecided	Percent Disagree	Mean	SD	N
Infantry	81.34	10.33	7.33	.99	.99	300
Engineers	81.15	13.11	5.74	1.02	.83	122
Field Artillery	75.90	10.84	13.25	1.14	1.07	166
Signal	75.37	11.94	12.68	1.21	1.10	134
Armor	74.46	12.99	13.55	1.21	1.15	231
Ordnance	70.64	15.08	14.29	1.29	1.09	126
Chaplain	69.49	11.86	18.64	1.34	1.20	59
Military Police	68.00	10.67	21.33	1.45	1.28	150
Finance	60.67	15.73	23.59	1.63	1.24	89
Adjutant General	61.42	11.02	27.56	1.64	1.34	127
Military Intelligence	49.65	25.17	25.18	1.78	1.22	143

Note: All means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

Table B-14

STATISTICS FROM QUESTION 14:
ASSOCIATE RATINGS ARE GOOD MEASURES OF
POTENTIAL LEADERSHIP PERFORMANCE

Branch	Percent Agree	Percent Undecided	Percent Disagree	Mean	SD	N
Chaplain	49.15	22.03	28.81	1.86	1.09	59
Infantry	40.33	25.33	34.33	2.03	1.27	300
Ordnance	30.95	19.84	49.21	2.43	1.29	126
Engineers	23.14	25.62	51.24	2.54	1.20	121
Adjutant General	19.69	20.47	59.85	2.74	1.15	127
Finance	15.73	19.10	65.17	2.87	1.15	89
Armor	14.28	17.32	68.40	2.87	1.09	231
Field Artillery	13.85	19.28	66.87	2.94	1.11	166
Signal	15.67	14.18	70.15	2.97	1.14	134
Military Police	14.66	19.33	66.00	2.95	1.14	150
Military Intelligence	7.74	23.24	69.02	3.08	1.03	142

Note: All means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

Table B-15

STATISTICS FROM QUESTION 15:
TACTICAL OFFICER RATINGS ARE GOOD MEASURES OF
POTENTIAL LEADERSHIP PERFORMANCE

Branch	Percent Agree	Percent Undecided	Percent Disagree	Mean	SD	N
Engineers	50.82	27.05	8.83	1.71	1.05	122
Ordnance	50.79	26.19	23.01	1.73	1.11	126
Chaplain	44.83	34.48	20.69	1.79	1.02	58
Infantry	42.00	29.33	28.66	1.94	1.22	300
Field Artillery	34.94	34.34	30.72	2.03	1.08	166
Signal	32.84	33.58	36.58	2.10	1.15	134
Military Police	32.00	30.00	38.00	2.25	1.17	150
Military Intelligence	23.08	39.16	37.76	2.34	1.07	143
Armor	44.83	27.71	46.33	2.37	1.18	231
Adjutant General	23.62	27.56	48.82	2.50	1.19	127
Finance	16.85	29.21	53.93	2.62	1.13	89

Note: All means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

Table B-16

STATISTICS FROM QUESTION 16:
 ASSOCIATE RATINGS SHOULD BECOME PART OF THE RECORD FOR
 SELECTION FOR SCHOOL AND OTHER TRAINING

Branch	Percent Agree	Percent Undecided	Percent Disagree	Mean	SD	N
Chaplain	33.33	22.81	43.86	2.26	1.19	57
Infantry	25.67	21.00	53.33	2.48	1.26	300
Ordnance	17.46	12.70	69.84	2.91	1.19	126
Engineers	14.76	16.39	68.85	2.92	1.13	122
Field Artillery	13.86	18.07	68.08	2.96	1.14	166
Finance	11.24	20.22	68.54	3.03	1.06	89
Armor	11.36	13.97	74.67	3.10	1.08	229
Adjutant General	15.75	9.45	74.81	3.12	1.12	127
Military Police	12.00	11.33	76.67	3.16	1.12	150
Signal	9.68	8.06	82.26	3.23	.96	124
Military Intelligence	4.22	18.31	77.46	3.33	.94	142

Note: All means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

Table B-17

STATISTICS FROM QUESTION 17:
ASSOCIATE RATINGS SHOULD BECOME PART OF THE RECORD FOR DUTY ASSIGNMENT
BY U.S. ARMY MILITARY PERSONNEL CENTER

Branch	Percent Agree	Percent Undecided	Percent Disagree	Mean	SD	N
Chaplain	33.90	27.12	38.98	2.14	1.18	59
Infantry	27.33	21.00	51.66	2.47	1.28	300
Ordnance	19.04	16.67	64.29	2.67	1.18	126
Engineers	14.76	18.85	66.40	2.92	1.13	122
Finance	13.48	16.85	79.67	2.30	1.07	89
Field Artillery	10.84	15.66	73.50	3.04	1.09	166
Signal	14.18	13.43	72.39	3.06	1.10	134
Adjutant General	14.96	14.17	70.86	3.07	1.18	127
Armor	10.39	13.42	76.19	3.13	1.04	231
Military Police	11.33	13.33	75.34	3.17	1.10	150
Military Intelligence	3.52	19.01	77.47	3.33	.93	142

Note: All means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

Table B-18

STATISTICS FROM QUESTION 18:
ASSOCIATE RATINGS SHOULD BECOME PART OF THE RECORD FOR PROMOTIONS

Branch	Percent Agree	Percent Undecided	Percent Disagree	Mean	SD	N
Chaplain	40.68	15.25	44.06	2.15	1.27	59
Infantry	23.67	19.67	56.67	2.58	1.25	300
Ordnance	21.42	15.08	63.49	2.83	1.20	126
Engineers	14.76	18.85	66.40	2.92	1.13	122
Finance	14.60	13.48	71.91	3.02	1.12	89
Signal	13.43	17.16	69.41	3.03	1.13	134
Field Artillery	10.84	15.66	73.50	3.04	1.09	166
Adjutant General	14.18	13.39	72.44	3.16	1.14	127
Armor	9.09	11.69	79.22	3.23	1.06	231
Military Police	12.00	10.67	77.34	3.23	1.13	150
Military Intelligence	2.11	20.42	77.46	3.34	.90	142

Note: All means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

Table B-19

STATISTICS FROM QUESTION 19:
 ASSOCIATE RATINGS SHOULD BECOME PART OF THE TOTAL RECORD FOR
 SPECIFIC SELECTION PROGRAMS, ALONG WITH OTHER EVALUATIONS

Branch	Percent Agree	Percent Undecided	Percent Disagree	Mean	SD	N
Chaplain	42.37	22.03	35.59	2.00	1.27	59
Infantry	31.67	17.00	51.33	2.39	1.36	300
Ordnance	26.19	20.63	53.17	2.64	1.29	126
Finance	24.72	13.48	61.80	2.78	1.28	89
Engineers	18.03	17.21	64.75	2.87	1.19	122
Field Artillery	18.63	13.25	68.08	2.96	1.21	166
Adjutant General	16.53	17.32	66.14	3.02	1.21	127
Signal	13.43	17.16	69.41	3.03	1.13	134
Armor	14.28	12.12	73.60	3.06	1.13	231
Military Police	9.34	12.00	78.67	3.25	1.08	150
Military Intelligence	4.23	21.83	73.94	3.27	.99	142

Note: All means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

Table B-20

STATISTICS FROM QUESTION 20:
IT WOULD BE VALUABLE TO GIVE ASSOCIATE RATINGS IN
COMBAT TRAINING COURSES (E.G., RANGER, SPECIAL FORCES)

Branch	Percent Agree	Percent Undecided	Percent Disagree	Mean	SD	N
Infantry	61.36	21.02	17.62	1.41	1.21	295
Chaplain	59.32	22.03	18.64	1.47	1.18	59
Engineers	52.46	22.13	25.41	1.66	1.27	122
Ordnance	52.00	14.40	33.60	1.86	1.39	125
Finance	55.68	9.09	35.23	1.88	1.54	88
Field Artillery	45.78	20.48	33.74	1.88	1.41	166
Signal	45.11	20.30	34.59	2.00	1.29	133
Adjutant General	47.24	11.02	41.73	2.06	1.52	127
Armor	40.87	20.00	39.13	2.08	1.42	230
Military Police	36.24	18.79	44.97	2.31	1.46	149
Military Intelligence	27.14	25.71	47.14	2.51	1.33	140

Note: All means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

Table B-21

STATISTICS FROM QUESTION 21:
IT WOULD BE VALUABLE TO GIVE ASSOCIATE RATINGS
IN BRANCH BASIC COURSES

Branch	Percent Agree	Percent Undecided	Percent Disagree	Mean	SD	N
Chaplain	51.72	22.41	25.86	1.71	1.20	58
Infantry	43.67	21.33	35.00	1.96	1.28	166
Engineers	29.51	22.13	48.36	2.40	1.21	122
Ordnance	19.20	19.20	61.60	2.66	1.15	125
Field Artillery	22.29	18.07	59.64	2.69	1.22	166
Armor	19.91	19.91	60.17	2.70	1.22	231
Signal	12.68	24.63	62.69	2.83	1.07	134
Adjutant General	18.11	13.39	68.50	2.91	1.15	127
Finance	14.61	11.24	74.16	3.00	1.06	89
Military Intelligence	8.45	24.65	66.90	3.04	1.12	142
Military Police	13.42	13.42	73.15	3.05	1.14	149

Note: All means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

Table B-22

STATISTICS FROM QUESTION 22:
IT WOULD BE VALUABLE TO GIVE ASSOCIATE RATINGS
IN CAREER COURSES (BRANCH)

Branch	Percent Agree	Percent Undecided	Percent Disagree	Mean	SD	N
Chaplain	53.45	27.59	18.96	1.60	1.17	58
Infantry	39.33	29.67	31.00	1.96	1.17	300
Engineers	30.33	25.41	44.26	2.30	1.25	122
Ordnance	28.80	24.80	46.40	2.37	1.16	125
Field Artillery	27.11	28.92	43.98	2.39	1.23	166
Signal	26.86	26.87	46.27	2.41	1.20	134
Finance	33.71	14.61	51.69	2.49	1.31	89
Armor	21.21	28.14	50.94	2.57	1.22	231
Adjutant General	22.84	16.54	60.63	2.69	1.24	127
Military Police	22.14	20.13	57.72	2.74	1.25	149
Military Intelligence	8.51	30.50	60.99	2.94	1.09	141

Note: All means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

Table B-23

STATISTICS FROM QUESTION 23:
IT WOULD BE VALUABLE TO GIVE ASSOCIATE RATINGS IN
COMMAND AND GENERAL STAFF COLLEGE

Branch	Percent Agree	Percent Undecided	Percent Disagree	Mean	SD	N
Chaplain	55.17	25.86	18.96	1.60	1.11	59
Infantry	38.00	33.67	38.34	1.94	1.15	300
Ordnance	32.00	30.40	37.60	2.19	1.17	125
Engineers	36.07	22.13	41.80	2.20	1.32	122
Field Artillery	33.13	25.30	41.57	2.21	1.38	166
Signal	29.10	32.09	38.81	2.22	1.17	134
Finance	34.83	17.98	47.19	2.39	1.35	89
Armor	22.08	26.84	51.08	2.54	1.28	231
Adjutant General	25.98	19.69	54.33	2.60	1.32	127
Military Police	22.15	24.83	53.02	2.61	1.26	149
Military Intelligence	16.20	26.06	57.75	2.78	1.22	142

Note: All means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

Table B-24

STATISTICS FROM QUESTION 24:
IT WOULD BE VALUABLE TO GIVE ASSOCIATE RATINGS
IN SENIOR SERVICE COLLEGE

Branch	Percent Agree	Percent Undecided	Percent Disagree	Mean	SD	N
Chaplain	49.12	33.33	17.54	1.65	1.09	57
Infantry	37.58	32.55	29.87	1.97	1.16	298
Engineers	35.87	22.95	40.98	2.19	1.33	122
Field Artillery	31.32	28.92	39.76	2.20	1.34	166
Ordnance	28.80	32.80	38.40	2.26	1.14	125
Signal	23.88	36.57	39.55	2.29	1.17	134
Finance	33.70	20.22	46.06	2.40	1.33	89
Armor	22.08	26.84	51.08	2.54	1.28	231
Adjutant General	23.81	23.81	52.38	2.59	1.29	126
Military Police	21.47	25.50	53.02	2.65	1.22	149
Military Intelligence	15.79	28.17	57.05	2.79	1.21	142

Note: All means are based on a 5-point scale with 0 indicating complete agreement, 2 undecided, and 4 complete disagreement.

Table B-25

STATISTICS FROM QUESTION 25:
IF THE RATING SCORE IS MADE A PART OF YOUR RECORD, HOW LONG DO YOU FAVOR ITS USE?

Branch	Percent Agreeing:					Mean ^a	SD	N
	Choice 1: Do <u>NOT</u> want on the record	Choice 2: Next assignment only	Choice 3: Until promoted to next grade	Choice 4: Indefinitely but given decreasing weight as later evaluations are collected	Choice 5: Until replaced by ratings in a sub- sequent school or training situation			
Chaplain	43.40	11.32	5.66	30.19	9.43	1.51	1.53	53
Infantry	49.47	10.53	7.37	19.65	12.98	1.36	1.55	285
Finance	58.82	4.71	9.41	15.29	11.76	1.16	1.53	85
Ordnance	55.28	10.57	5.69	21.65	6.50	1.14	1.44	123
Military Police	65.03	5.59	8.39	11.19	9.79	.95	1.44	143
Engineers	63.33	11.67	2.50	15.00	7.50	.92	1.40	120
Field Artillery	64.63	10.98	3.66	10.37	10.37	.91	1.43	164
Signal	69.17	9.77	5.26	9.02	6.77	.74	1.29	133
Armor	72.17	6.09	6.52	6.96	8.26	.73	1.32	230
Military Intelligence	72.06	1.47	16.18	4.41	5.88	.71	1.23	136
Adjutant General	70.97	8.06	8.87	8.06	4.03	.66	1.17	124

^a Means are calculated from the choice numbers; low values indicate "do not want on record" or "less time on record."

Table B-26

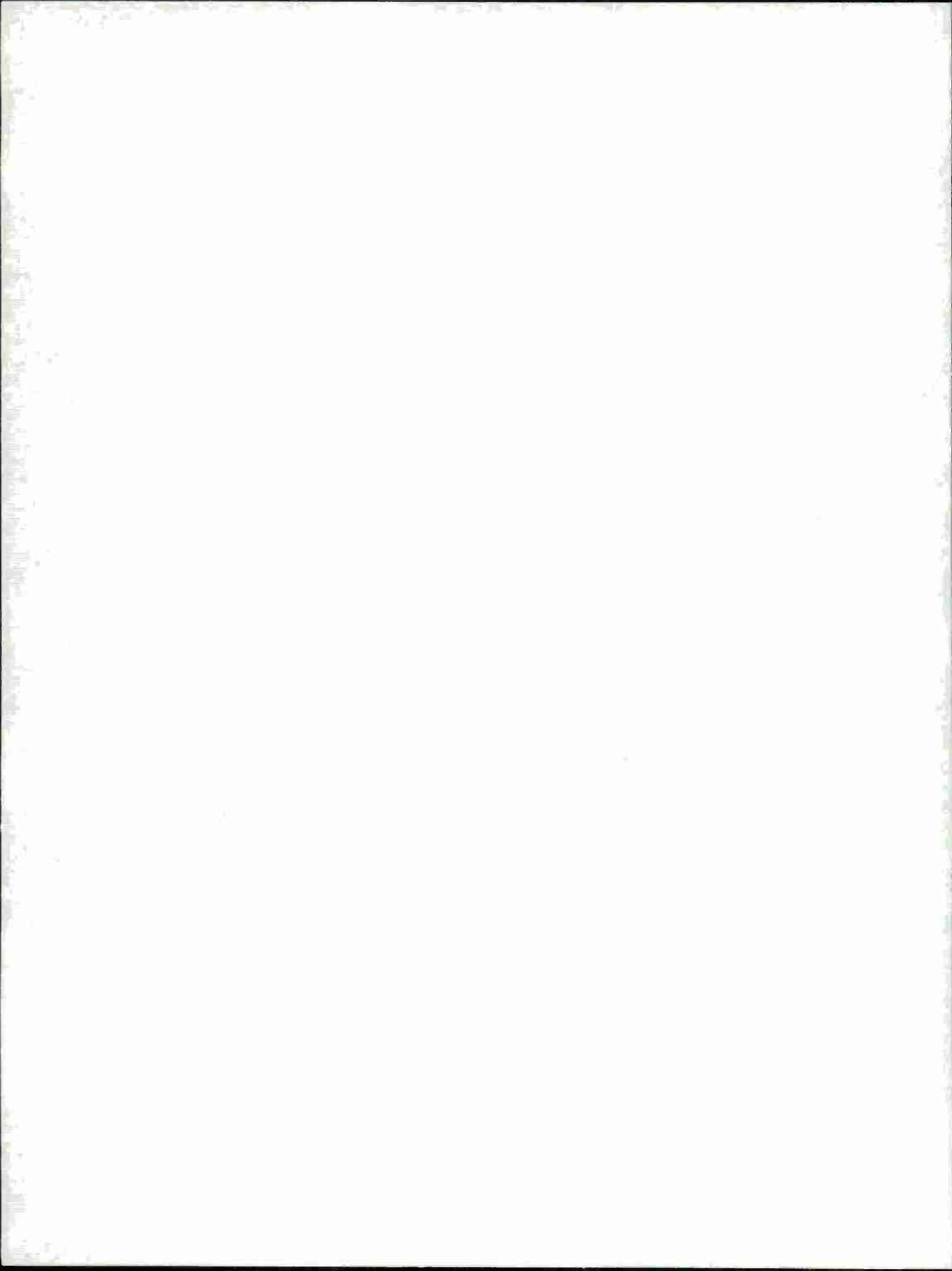
STATISTICS FROM QUESTION 26, IN PERCENT:
 COMPARING YOUR LEADERSHIP POTENTIAL WITH THE OTHER MEMBERS OF YOUR CLASS,
 WHERE WOULD YOU RATE YOURSELF?

Branch	Upper 1/5	Mid-Upper 1/5	Mid 1/5	Mid-Lower 1/5	Lower 1/5
Engineers	37.50	27.50	33.33	.83	.83
Field Artillery	46.01	31.29	18.40	3.07	1.23
Infantry	44.21	33.68	17.89	2.46	1.75
Ordnance	44.80	33.60	16.00	2.40	3.20
Signal	52.24	32.09	12.69	1.49	1.49
Adjutant General	56.91	23.58	17.07	1.63	.81
Finance	39.29	29.76	25.00	3.57	2.38
Chaplain	50.94	33.96	15.09	0.00	0.00
Armor	52.63	32.89	10.09	3.07	1.32
Military Police	43.48	28.99	27.54	0.00	0.00
Military Intelligence	48.50	20.15	29.85	0.00	1.49

Table B-27

STATISTICS FROM QUESTION 27, IN PERCENT:
WHERE DO YOU FEEL YOUR FINAL SCORE ACTUALLY FALLS?

Branch	Upper 1/5	Mid-Upper 1/5	Mid 1/5	Mid-Lower 1/5	Lower 1/5
Engineers	22.69	21.01	39.50	13.45	3.36
Field Artillery	23.31	30.06	36.81	6.75	3.07
Infantry	19.65	34.74	34.04	8.07	3.51
Ordnance	21.77	36.29	33.09	6.45	2.42
Signal	23.31	49.62	21.80	3.01	2.26
Adjutant General	21.95	35.77	29.27	6.50	6.50
Finance	14.46	31.33	42.17	7.23	4.82
Chaplain	23.08	51.92	25.00	0.00	0.00
Armor	25.33	35.81	29.69	5.68	3.49
Military Police	17.65	35.29	40.44	3.68	2.94
Military Intelligence	25.37	23.13	45.52	2.99	2.99

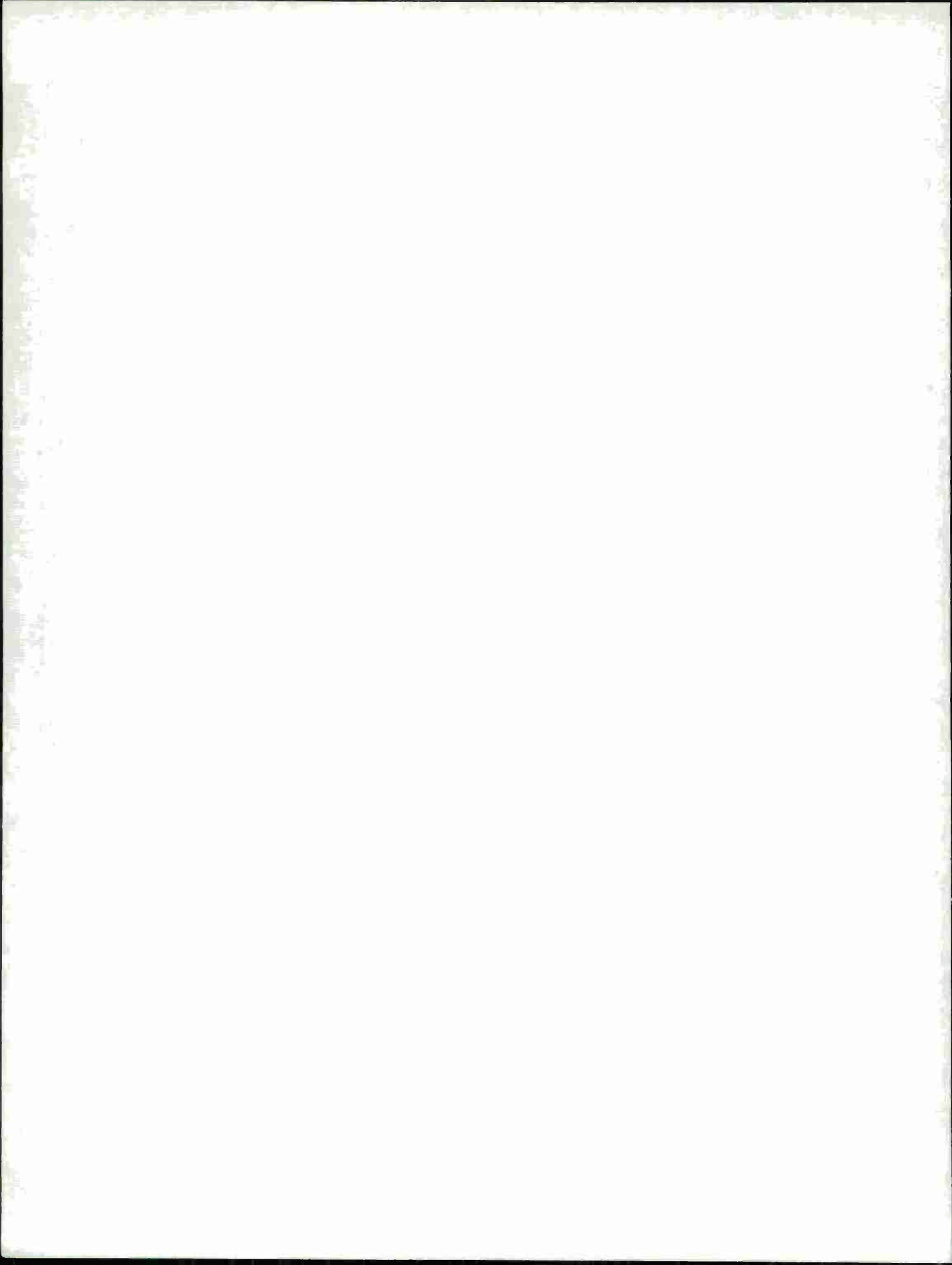


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